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ABSTRACT

This study examines the characteristics, concerns, and practices of elementary teachers who are members of the National Council for the Social Studies (NCSS). The paper describes the process of data gathering through a review of the literature and a mailing of questionnaires to members of NCSS who identified themselves as elementary-focused in social studies. Only 98 of 114 questionnaires returned from the 432 mailed were eligible to be included in the data analysis. The study cautions that non-NCSS members may provide a different perspective of elementary social studies than the respondents in this study. The research provides for the respondents the demographic data, professional and leadership social studies activities, views and concerns for social studies, and approach to teaching social studies. Three open-response questions were asked related to the instructional process including the topics being studies, the resources used, and procedures for dealing with individual differences in interests and abilities. The study makes specific recommendations for strengthening the teaching of social studies in methods courses for teachers, a stronger role for NCSS in advocating more elementary instruction of the social studies, and further research on the topic of social studies instruction in the schools. Contains 17 references. (EH)

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A CONTEMPORARY PROFILE OF ELEMENTARY SOCIAL STUDIES EDUCATORS: Their Beliefs, Perceptions, and Classroom Practices in the 1990s

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A CONTEMPORARY PROFILE OF ELEMENTARY SOCIAL STUDIES EDUCATORS: Their Beliefs, Perceptions, and Classroom Practices in the 1990s

Introduction

For years the National Council for the Social Studies (NCSS) has worked to serve the needs of elementary teachers of social studies. Unfortunately it has found limited success in attracting large numbers of elementary teachers into it membership. Based upon speculation and reaction to events in elementary education in general and to social studies education specifically, have resulted in NCSS generating an increase in publications for teachers at the elementary level, several award programs to recognize efforts of individual elementary social studies teachers, and adding numerous elementary social studies session and workshops at national, regional, and state social studies conferences (Jarolimek,1996). The NCSS Expectations of Excellence Curriculum Standards for Social Studies (1994) clearly describes students performance expectations and offers many suggested exemplary classroom activities to support student learning for elementary social studies classes.

Other facts, however, cause an ongoing concern over a neglect of elementary social studies teachers within the profession which are compounded by ongoing issues and overall educational decisions. Houser (1995) describes social studies as being on the "back burner" in Delaware where in 1995 district social studies supervisors, principals, and teachers ranked social studies as lowest among the academic school subjects in importance and only more important than the supplementary school subjects or "specials" of art, music, physical education, and foreign languages. As a matter of public policy various states are deciding not to assess social studies learning until grade eight thereby increasing a fear that social

studies will receive even less emphasis in the primary and intermediate grades than it received previously. The substantial Handbook of Research on Social Studies Teaching and Learning failed to include a chapter related to elementary social studies (Shaver, 1991). In selecting articles to include in NCSS's recently published book of readings for K-6 educators (Haas and Laughlin, 1997), the editors reported finding few articles focusing on social studies in the primary grades and difficulty locating exemplary articles for several of the social studies standards published in a range of social studies professional journals over the past ten years. Many times articles related to elementary social studies were written by colleagues who were not social studies educators.

Researchers continue to report that future elementary teachers have less than positive remembrances of their own elementary social studies instructional experiences (Christensen & Sunal, 1997 and Selkar,1995). Elementary social studies textbooks often are described as lacking in important content, being dull, and stressing isolated facts (Alleman & Brophy,1996 and Larkins, Hawkins & Gilmore,1987). Researchers have also cautioned that on-going movements within elementary education such as integrated/ thematic units, whole language, and literature-based curriculum may result in the failure of students to learn important and meaningful social studies content, concepts, skills, and values. Furthermore, there is little research to support these strongly advocated approaches (Alleman & Brophy, 1993; Alleman & Brophy, 1994; McGowan, Erickson, & Neufeld, 1996). The integrity of the social studies discipline may be lost within the context of integrated instructional units.

Parker (1991) reminds us that social studies professionals who actually work with children in the schools and implement the curriculum have the strongest possibilities of reforming social studies. It is assumed that those who seek information and affiliation with a specialized discipline oriented organization are likely to employ

the best practices and be active in promoting and reforming social studies education. In times of dwindling dollars for all of education and declining numbers of professors and teachers of social studies, decisions made based on data are more desirable than those based upon hope and speculations. This survey is an initial attempt to describe the elementary social studies classrooms and curriculum of those who identified themselves as elementary educators and who have an active membership in the professional organization devoted exclusively to the teaching and advancement of social studies: NCSS.

The objectives of this study:

This study has five major objectives which are to:

1. Identify selected characteristics of teachers who are currently teaching social studies content to K-6 learners.
2. Identify how current trends in elementary education are being implemented by elementary teachers interested in social studies who are members of the professional social studies organization.
3. Determine the perspectives that interested social studies teachers have related to support for social studies education by other colleagues, administrators, and parents.
4. Identify the concerns of elementary teachers related to the teaching of social studies over the next five years.
5. Report the findings of the survey to the social studies community.

Importance of this study:

There is a deep fear that social studies in the future may no longer be considered as being a core content area basic in the elementary curriculum. It is also known that an influx of new teachers will enter the profession after 2000. These research findings will provide initial data to assist social studies professionals and others to develop curriculum, assessment, instructional materials, and staff

development programs, and at the same time meet pre-service instructional needs of future teachers. They will also suggest areas of neglect which may help researchers and classroom teachers engage in meaningful traditional or action research studies.

Methodology

A search of the literature identified one study by Ochoa in 1981 that described the characteristics of social studies teachers K-12. Since most of the questions asked related to issues of the 1980s, only their two questions asking teachers to identify the greatest satisfaction they received from teaching social studies and the major difficulties facing them as teachers of social studies were included in the current survey. New questions identifying issues related to elementary social studies curriculum standards, instructional procedures, support for elementary social studies, demographic characteristics of the teachers and schools, and teacher participation in non-teaching activities and policy/evaluation formation were developed and reviewed. Short answers, ratings, check off, and likert format questions were used in the questionnaire. Teachers were also asked to respond to open ended, questions related to their concerns in teaching social studies and to describe longer term student projects.

NCSS was contacted and provided address labels for those who identified themselves as having an elementary focus on their initial or renewal membership applications. Six hundred forty-five labels were provided which indicates a very small number of the approximately 24,000 people holding NCSS membership have indicated a particular interest in social studies at the elementary level. A subsequent discussion with Martharose Laffey, Executive Director of NCSS, confirmed that many people who join or renew their NCSS membership fail to include the information requested by NCSS concerning interests, teaching levels, and other demographic information. The failure of members to include such data extends across the NCSS

membership database and is disappointing but beyond the control of NCSS. An examination of the labels revealed that 32% who indicated an interest in elementary social studies were not elementary teachers but were in fact school resource centers and principals which greatly reduced the number of potential respondents. A total of 432 cover letters and questionnaires were mailed directly to those identified as potentially teachers in early May, 1997. No follow-up was attempted.

Findings from the Study

Respondents:

Of the one hundred and fourteen questionnaires returned, only 98 questionnaires were from teachers whose responses were eligible to be included in the data analysis. A number of those responding were either retired teachers, university method's professors, or school administrators who returned blank questionnaires. Twenty recently retired teachers, substitute teachers, and supervisors did respond with answers and their responses are reported in the category described as "other." Sixty-two per cent of the respondents taught grades 4-6 and only a total of 17 per cent of teachers taught in grades one through three. The researchers believe that the actual percent of questionnaires returned by teachers is a higher percentage than the 26% reported because the researchers suspect that the number of non-respondents included a proportion of non teachers approximately equal to the number of those who returned the questionnaire which suggest they were not eligible to respond. While the return rate is small it is the best list of names of dedicated elementary social studies teachers who could be identified on a national basis. Their responses provide the profession with the first and only set of reported data on characteristics, concerns, and practices of elementary teachers who are members of NCSS. Elementary social studies teachers who are not members of NCSS may well provide a different perspective of elementary social studies from these respondents.

Demographic Data:

Seventy percent of the responding teachers were veteran teachers with a minimum of 16 years of teaching experience in one or more grades. Seventy-four percent of the teachers reported they have or were working with practicum, student teachers, and/or interns on a regular basis which suggests as commitment to the profession. Sixty-five percent reported teaching in a self-contained classroom. Seventy-one percent reported having had a separate social studies methods course as part of their teacher preparation program.

Professional and Leadership Socials Studies Activities:

These teachers surveyed were overwhelmingly (90%), familiar with the NCSS social studies standards and somewhat less knowledgeable about their state (73%) and local district standards (80%). In some instances respondents indicated state and local standards were in the process of being revised or initially being developed. About one third of the teachers were involved in the development of state or district social studies performance assessments and slightly more 36% in were involved the development of state or district social studies standards.

The two most frequently identified ways these teachers indicated for involvement in professional growth and on-going learning are through attendance at professional meetings and reading professional journals. Nearly two-thirds reported attendance at the annual meeting of NCSS (63%) or a state social studies conference (64%) and regular reading of social studies journals (86%). Social Education and Social Studies and the Young Learner were overwhelming listed as the professional journals regularly read while other journals named included Educational Leadership, Journal of Geography, and Phi Delta Kappan. Thirty- seven percent indicated that they had either published an article or teaching idea in a journal or teaching guide. Twenty-two percent indicated that they held leadership positions within

state/regional/or local social studies councils while 10% indicated they had been appointed to serve on an NCSS advisory committee and 2% had been elected members of the the NCSS Board of Directors. Some respondents also served in their state council executive committees.

Views and Concerns for Social Studies:

More than 75% of the teachers perceived that their school system and fellow teachers regard social studies as a very important content area for students learning while slightly over half (56%) of the teachers believed that parents regarded social studies as being very important to the curriculum.

Indeed one of the major concerns expressed by teachers was that the position of social studies in the curriculum is being threatened by state and or district testing mandates and budget decisions. Fifty-one per cent of the teachers indicated that a higher priority was given to other subjects by their state and school systems as being a major difficulty facing them as a social studies teachers. The second most frequently identified difficulty (34%) in teaching social studies was the lack of current instructional materials.

When asked what represented the greatest satisfaction they received from teaching social studies, the most frequently identified response items were feelings that they were teaching important content, concepts, and skills (61%) and that students do benefit from quality social studies programs (57%).

Approach to Teaching Social Studies:

The teachers reported using a variety of strategies in their teaching. Eight-one percent reported using maps/globes/ satellite images at least once each week in their classes with 67% indicating usage of these geographic tools several times each week. While 90% indicated using a textbook for instruction, 45% indicated that they used the book no more than one time per week and 8% used no textbook. While media was

used in 67% of the classes, they reported using film or video less than once per week. Fewer than 25% of the respondents used the computer at least once a week. Many teachers indicating that the available computer software programs did not, at the time of the survey, match the content of their curriculum units of study.

Throughout the nation school boards are changing the structures of their schools and the organization of classrooms. K-6 classrooms are no longer all self-contained. Teachers are also being assigned to work in teams whose members do not necessarily hold a similar instructional philosophy or teaching style. These have implications for the assignments of teachers, the use of time throughout the instructional day, and the emphasis on lesson content.

The majority of the sample (65%) still taught in a self-contained classroom and 47% reported teaching social studies as a single stand alone subject, with an additional 2% indicating that they sometimes taught social studies as a single subject. Most teachers (54%) described their predominate instructional approach as being social science or social studies discipline oriented while 26% indicated that their social studies was predominately literature based. They also indicated that social studies was likely to be taught as part of an integrated curriculum unit (69%). Many teachers indicated that the instructional approach was eclectic and more dependent upon the topic under study rather than dominated by a philosophy that supports a single particular curriculum and instructional approach. Their listings of titles for sample units and projects provide evidence supporting this finding.

Three open response type questions were asked related directly to the instructional process including the topics being studied, the resources used, and procedures for dealing with individual differences in interests and abilities.

How did you provide for differences in students abilities and interests as you teach social studies?

Respondents identified by listing over 40 different ways they tried to meet the differences in the abilities and interests of their students. The responses included a wide variety of strategies including taping lessons, individual reports or projects, peer tutoring, journal writing, modifying assignments, and use of specially trained resource teachers. Eleven specific strategies were suggested by five or more teachers and are shown in Table 1. Clearly, the most dominant trend is the use of activities that are flexible in nature: those allowing for a variety of data resources, methods of processing data, and presenting conclusions. Using group or cooperative learning and doing projects which had multiple outcomes accounted for 43% of the most frequently listed responses. Using several learning activities, selecting multiple types of instructional materials, and allowing flexible amounts of time for completion of assignments were reported as additional ways to provide for students with a range of interests and abilities.

Identify social studies instructional materials or resources that you regularly use.

Many teachers identified several resources and a total of 50 different responses were limited. Similar responses were grouped as shown in Table 2. Various types of written materials that require the use of reading dominated the teaching resources selected, while pictures and graphics were reported somewhat less frequently. Skills needed to use and interpret these forms of visual information are also important skills to have when dealing with computer and internet sources of information. Geographic tools, specifically the use of atlases and globes which require additional skills for data gathering, organizing, and interpretating, were among the more frequently used teaching resources. Resources which require personal interactions with humans such as speakers, interviews, living experiences, role playing, and personal

experiences were used much less frequently.

While interdisciplinary lessons are familiar to social studies, in recent years the integration of content through the use of thematic or interdisciplinary units has been promoted in many states and districts as a means of organizing the elementary curriculum. The questionnaire asked seven questions to obtain information on teachers' training and use of integrated curriculum. Specifically the teachers were asked if their educational background and experiences prepared them to teach integrated/ interdisciplinary lessons and the type of preparation they received. They were also asked to give examples of themes or topics they included in their integrated social studies activities. Twenty-one of the teachers did not identify any themes on their questionnaires. The remaining 76 respondents listed 217 one or two word topics or titles for themes used in their classrooms. Clearly many elementary social studies teachers use interdisciplinary, integrated, or thematic units to teach social studies to elementary students. "Native Americans," " Westward Movement," "Civil War," and "Colonial America" were mentioned most often as themes, but no single topic was listed frequently enough to add to double digits. Therefore, topics were categorized using the broad, super-ordinate concepts or interdisciplinary themes identified in the NCSS social studies standards. Even for teachers in grades one and two, each of which had only 11 responses, it was possible to find some agreements as to thematic topics. The selection of topics reflected the dominant content of the elementary textbook series and state curriculum guidelines or the long popular expanding horizons with slight modifications for the fact that now the United States is oriented more globally and has recently received immigrants from a wider range of nations. Teachers in grades one and two clearly stressed the teaching of cultural universals and cultural and environmental geography by studying about people in other nations or local history.

Beginning at grade three history became the most frequently applied descriptor as teacher instructional units began to center around local history or the history of groups of people such as immigrants, Blacks, inventors, and geographic themes which focus on regions and map skills. The third grade was the first level, albeit very infrequently, which mentioned studying topics related to the economic and political science/ civics ideals standards. For teachers in grades four through six and including the "other" category who were recently retired, supervisors and/or principals, the actual number of responses is larger and diverse. However, topics clearly have as the primary emphasis the history standard of time, continuity, and change or might well reflect this standard if the unit titles had more detailed or descriptive. By making inferences the actual number of topics classified as possibly belonging to the standard theme categories increased, but the rank order of such topics did not change. The integrated studies overwhelmingly focused first on history, second on culture including multicultural studies, and third on geography. When other disciplines not usually associated with history and the social studies are included in an integrated unit, the respondents indicated that the science disciplines are integrated more frequently with social studies. The use of literature most often was used to teach about either the Holocaust or other cultures.

Concerns about social studies education both for now and in the next five years

Elementary teachers were asked to identify 2-3 concerns they have about social studies education both for now and during the next 5 years. All but 8 respondents replied providing a total of 208 comments which were grouped into the 14 categories shown in Table 3. Each category received at least 5 expressions of concern and could be described as lacks or wants of something. The most frequently mentioned concern was the lack of priority given to social studies in schools. This lack was perceived as coming from the attitudes of other teachers who pushed for integrated

integrated units or expressed attitudes that reading and language arts, mathematics or science were the major disciplines to teach elementary students. In addition, new district and state policies being articulated were perceived by many teachers as weakening the position social studies in favor of reading and mathematics. Some of the teachers also indicated that this increasing lack of priority for social studies was motivated by special interest groups who opposed elements of particular social studies content.

The second greatest area of agreement was the need for more staff development focusing on teaching social studies content and strategies. Respondents expressed the need for both veteran and new teachers to have additional staff development because there is more content for all to learn as well as developing many teaching strategies and the proper use and application of technology to social studies content. This concern recognizes both the rapid changes in knowledge and technology and the fact that the bachelor's degree provides content knowledge which becomes quickly outdated in today's world. Lack of proper testing included such specific concerns as too much testing, the misuse of test results to determine a curriculum, and the lack of parental understanding of test results and rubrics used in alternative assessments. Teachers noted the need for social studies to update the curriculum and to develop curriculum to meet the new social studies standards. Teachers were eager to obtain good computer software for more topics and to secure internet connections to help both students and teacher in social studies learning. Many of the concerns expressed were repeats of past social studies concerns such as poor textbooks and lack of resource materials, lack of funds for acquiring current instructional resources, a lack of adequate time for planning and teaching, the need to develop improved teaching strategies, and calls for more emphasis on particular social studies content specifically geography, global education, and values or

character education.

Discussion

In many ways the answers of the respondents affirm what university methods professors interested in elementary social studies have been expressing for some time concerning the teaching of social studies in elementary schools. However, the survey also provides data on questions that can only be obtained through direct inquiry of teachers. Respondents articulate clearly the importance of elementary social studies education. They also indicate a wide variety of choices in the longer unit topics taught throughout the year. Teachers focused much more on teaching history or history related content and on culture and geography than any of the other seven standards of socia' studies. Houser (1995) also reported that social studies teachers in Delaware also focused on history, geography, and multicultural topics with lesser attention given to economics.

Even though there has been much attention given to literature based learning in social studies, few of the units of study actually focused on a single piece of children's literature. Integrated units were more likely to be related to science than other academic disciplines.

Perhaps the most disturbing finding from this sample of teachers, who are members of an organization that has long declared citizenship education to be its major purpose, was the small number of units of study using government and civic ideals and values as the major content base in their social studies programs. This discrepancy needs further examination. One study of pre-service elementary teachers candidates in California (Moron, 1997) indicated that few were guided in their course work to create learning activities which stressed the development of civic and democratic values. A second finding concerning activities and resources calls for investigation. When leading learning theorists explain that elementary children

develop their social and moral values and behaviors through the process of interacting with people, why are the activities and resources most frequently used those activities that do not require students to interact socially? What is the best way to use such activities in a classroom and what is an appropriate mixture of activities requiring social interaction and more traditional individual activities in social studies education? What social interactions are elementary teachers most comfortable using with young children?

Recommendations from the Study:

Based on this survey the authors recommend that another more in-depth study be conducted which surveys a larger population sample of elementary social studies teachers. Perhaps local, state, or regional social studies councils could be contacted to secure names and addresses of members of their organizations who identify themselves as teachers of elementary social studies. A second possible source of data regarding elementary social studies teachers may be the teacher licensing bureau at the state education agency. Still another possibility would be to secure the names and addresses of elementary teachers who attend regional or national social studies meetings sponsored by NCSS if such data are available.

Teachers indicate the need for both more teaching and learning resources and for improvement in the quality of some of the materials. Funding particularly for social studies is in short supply throughout the country. Ways need to be found to not only publicize the publication of new materials, but to assist teachers in identifying high quality materials. In addition, materials that meet the expectations of the elementary social studies curriculum are needed. Few of the teachers indicated that they created their own teaching materials, but this is a very time consuming process which can not be widely practiced during the school year.

Based upon this study the researchers offer the following recommendations:

1. Since methods students and student/ teachers have had negative learning experiences in studying social studies in their earlier schooling, universities should strengthen their graduate and undergraduate programs in elementary social studies.

2. Given that many veteran teachers have or will soon retire, that NCSS, state education agencies, state social studies councils, and districts provide numerous opportunities for on-going professional development opportunities for teachers in social studies to enable teachers to become familiar and remain knowledgeable about current needs, trends, and issues in social studies content.

3. Elementary teacher educators need actively to promote membership in NCSS and the state and/or local councils to colleagues and pre-service teacher candidates.

4. School districts employing new faculty should hire persons who are educated and certified in the social studies and ideally have at least a minor /specialization in social studies or a social science discipline. Teaching teams for learners in grades 5 and 6 should contain someone with a specialization in the social studies.

5. Researchers need to expand upon these initial data by surveying elementary teachers who are members in state and local councils and those attending NCSS regional meetings. Researchers need to come together and work as a team to extend the scope of the research and reduce duplication of efforts.

6. NCSS should continue its efforts to increase elementary membership by offering incentives for first time elementary teachers attending the NCSS annual and regional meetings. State social studies councils should be encouraged to do likewise. Such incentives could include "two for one" registrations for first time attenders or shared registrations so that teachers from a local district might attend the convention on alternative dates.

7. NCSS needs to examine, promote, and provide more assistance to teachers

in the teaching of topics related to government and the ideals and competencies required for citizens of American democracy.

8. NCSS needs to develop help for teachers in identifying quality teaching materials through the development and dissemination of position papers that identify the characteristics of quality social studies materials and the use of reviews that rate learning materials on these characteristics.

9. NCSS members needs to make a concerted effort to identify web site of content and methodology particularly appropriate for elementary teachers.

Conclusions:

The elementary teachers in NCSS who responded to this survey make strong efforts to provide quality instruction to all of their students through the use of a variety of teaching strategies, materials, and resources. They are not dogmatic in their practices and match instruction to the topic and needs of their students. They are continuing to learn and develop professionally by making use of the resources provided by NCSS and others. They are concerned that the parents and educational policies makers need to become better supporters of social studies education. The social studies profession needs to extend its influence to more elementary teachers especially those who are teaching in the primary grades. NCSS has always had a need to reach out to the elementary teachers and today the need remains great and perhaps is more important than it has ever been.

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Table 1: WAYS TEACHERS PROVIDE FOR DIFFERENCES IN INTERESTS AND ABILITIES

Strategy	No. Responses
Doing projects with multiple, acceptable, final products	27
Engaging in cooperative or group learning	26
Allowing students a choice of topics	13
Adjusting lessons to meet the needs for various learning styles	12
Using a variety of instructional materials	8
Using a variety of activities	8
Allowing students to work at their own speed and ability	7
Doing individual projects (either short or long term)	6
Providing for hands on experiences	5
Knowing students abilities and interests	5
Providing multiple levels of instructional materials	5
Total	122

Note: Individual teachers offered multiple examples of strategies used to provide for students differences.

Table 2: INSTRUCTIONAL RESOURCES USED ON A REGULAR BASIS IN SOCIAL STUDIES CLASSROOMS

Instructional Resource	No. Responses
Atlas or maps	37
Trade books (literature)	34
Video, library/ media center, news & film strips	33
Computers and internet	21
Textbooks	22
Magazines and newspapers	15
Simulations	11
Reference books	9
Teacher created materials	7
Cultural artifacts	5
Charts or posters	5
Primary documents	5
Globes	4
Hands on projects (varied)	3
Total	196

Note: Individual teachers offered multiple examples of instructional resources regularly used.

Table 3: ELEMENTARY SOCIAL STUDIES TEACHERS CONCERNS ABOUT THE FIELD NOW AND IN THE NEXT FIVE YEARS

Concerns	No. Responses
Lack of priority for social studies	36
More staff development related to social studies	19
Lack of proper testing	14
More curriculum development work in social studies	13
Lack of student interest	12
Lack of materials for some topics and poor textbooks	11
Lack of time for planning and teaching social studies	10
Lack of money for supplies	10
More software and internet work	9
More curriculum emphasis on geography	8
More use of social studies to integrate curriculum	5
More use of active learning strategies	5
More curriculum emphasis on values and character	5
More curriculum emphasis on a global community	5

Name_____

School affiliation_____

Circle the grades taught at your school K 1 2 3 4 5 6 7 8 9 10 11 12

Your current assignment_____

Total years in education (circle) 1-5 6-10 10-15 15-20 20-25 over 25

Grade level(s) currently teaching K 1 2 3 4 5 6 7 8

Grade Level(s) previously taught K 1 2 3 4 5 6 7 8 9 10 11 12

Do you work with practicum, students teachers, or interns? _____

Academic background:

Undergraduate degree ____ yr_____ from_____

Master's in _____ yr_____ from_____

Specialist's degree in _____ yr _____ from_____

Doctorate in _____ yr _____ from _____

Do you teach is a self-contained classroom? YES NO

Do you teach social studies as a single stand alone subject? YES NO

Do you teach social studies as an integrated subject area? YES NO

If yes, what content areas are integrated _____

_____

Did your college/university background prepare you to teach integrated/interdisciplinary lessons? YES NO

If yes, how did your educational background prepare you to teach an integrated social studies program? _____

_____

What are some examples of themes/ topics you include in your integrated social studies program?_____

_____

Is your social studies teaching as predominately literature based? YES NO

In college work did you have a separate social studies methods course? YES NO

Are you familiar with the NCSS Standards for Social Studies? YES NO

Are you familiar with your state's standards for Social studies? YES NO

Are you familiar with any local social studies standards? YES NO

If yes to any, how have the use of the standards influenced your teaching?

_____

_____

Are you a member of your state/ regional/ local social studies council? YES NO

If yes, which council(s)?_____

Have you held a leadership position within the council(s)? YES NO

which one(s) _____

Were or are you involved in developing state or district SS Standards? YES NO

If yes, what is/ was your role? _____

Are you involved in developing state /district SS performance assessments? YES NO

If yes, what was/is your role? _____

Have you had an article or teaching idea published? YES NO

If yes, where? _____

If yes, what is the content focus? _____

Do you regularly read all or part of a professional journal? YES NO

If yes, give title(s) _____

As a member of NCSS, are you / have you been a member of a SIG? YES NO

If yes, which one(s) _____

As a member of NCSS, have you served on an advisory committees? YES NO

If yes, which one(s) _____

Have you served on the NCSS Board of Directors? YES NO when?_____

Have you attended a local/ state Social Studies Conference? YES NO

Have you attended an NCSS regional meeting? YES NO

Have you attended an NCSS National Convention? YES NO

What 2-3 concerns do you have about social studies education both for now and in the next 5 years?

Please add any comments/ suggestions/ reflections you have about social studies education in the space below or on the back.

Thank you. Please return the completed survey in the envelope by JUNE 1,1997.

Should you wish a copy of the report please indicate below by providing a name and mailing address